



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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will not ensue and the bright and sparkling feeling that belongs to one who is really well is present always. This complete chewing has been brought into the American Army and was introduced by a man named Horace Fletcher.

The ideal training then for a child is to have loose clothing with gradually increased breathing and muscular exercises later on, she should join in appropriate sports, such as running, jumping, and games such as modified cricket, hockey, basket ball, skipping, tennis, swimming, fencing, fives, hopscotch (for the sake of balance), hoop bowling—with both hands. At all times she should live in a pure atmosphere, and her bedroom windows should never be shut except for dust and heat. She should pull the blinds quite up just before getting into bed, and she will thus spend her ten hours or more sleep in pure air.

She should be taught to eat very slowly, and chew very thoroughly, and will thus escape digestive and liverish troubles which would tend to interfere with her physical education, and anything that will interfere with that will, you may depend on it, interfere with her mental and moral education. A sound mind in a sound body is what we should aim at establishing in our rising generation, and I suppose no one has recognised this necessity in a more practical manner than the late Mr. Rhodes, who has created the Rhodes Scholarships for those who excel both physically and mentally. We only want now some wealthy lady to establish the same kind of scholarships for girls that now exist for young men.

There is now a National League for Physical Education and Improvement founded by Sir Wm. Broadbent, assisted by the Bishop of Ripon and Sir Lander Brunton in London, under the presidency of the Lord Mayor of London, to endeavour to improve the physique of the rising generation, and to found other similar organisations, and to see that adequate opportunities are available for open-air games and physical exercises for boys and girls.

NURSERY MANAGEMENT.

BY A NURSE.

V. THE NURSE.

FINALLY, we come to the management of the nurse, and this must be looked at from three aspects: first, what is required of a nurse; how she must manage herself; and how her employer manages her.

Each employer differs as to what she requires her nurse to be; one has only to read through a single advertisement list to see how varied such requirements are; one brings forward most prominently the moral character, wanted "good disciplinarian," others want "excellent needlewoman," or "able to give first lessons." Now it stands to reason that these qualifications, taken singly, are not *all* that is required of the desired nurse but they are wanted in an extra special degree. There are of course certain qualifications and virtues which are a necessity to every good nurse if she is to successfully undertake the development of her charge's threefold nature. We can briefly sum up what is required of a nurse in "to give, to serve, to nourish, to help." What a nurse must always be giving is that all-powerful unconscious influence which never ceases to make impressions of right or wrong upon the children's unfolding minds. It must be an untold source of worry and anxiety to a mother in engaging a new nurse when she knows what a life-long impression this same nurse will make upon her children, and in order to be fairly certain that this new influence is going to be for good there are certain essential virtues which must be expected in the nurse, viz., patience, kindness, generosity, courtesy, unselfishness, good temper and sincerity. Yes, expect patience; at the same time I would ask all employers not to compare their nurse's patience with their own (the employer's), or I fear the nurse may come out badly. We hear much of the faults and failings of the "modern child," but side by side

with that goes the extraordinary *patience* of the modern mother, consequently it may seem strange to them that nurses are apparently so impatient. Kindness is another essential, and it means more than the fact of not ill-treating any person or thing, it means a habit of kind thoughts seeking the motive rather than the apparently disagreeable result. Instead of thinking a person or thing disagreeable or horrid it thinks of the disadvantages against which that person must have worked and lived. And this is a view of things which children should be always led to see. I remember one day when out with my charges we had to hurry home because of rain, on our way we saw some children happily playing on in mud and rain, my eldest charge at once said, "Aren't those children *naughty* not to run home?" I said nothing about the naughtiness but merely, "Well, they haven't a nurse to take them or tell them to go," quick as lightening came the answer in a pitying voice, "Have they *ONLY* mothers?" There at once the child grasped what to her mind was the disadvantage at which those children were placed. By way of explanation I may add that this particular child's mother was one who in planning and organising all the children's pleasures did so, saying, "If nurse likes," thus the child could not quite imagine much good being got out of life without both mother and nurse. That brings us to the next virtue, generosity, which is so busy planning for and falling in with plans of other people that there is no room for that green-eyed monster jealousy, who hedges in his world with the weary "I."

Why cannot nurses be generous enough not only to let the mother do things for the precious baby, but also anyone else who likes, I do not mean invite the kitchen maid to bath the infant, but if that same maid likes to hold him for a minute why should she not? I have no faith in any nurse who makes a *boast* of the fact that the baby will only go to her and not even to his mother; even if the latter doesn't particularly want him he should be trained to be equally friendly all round and in an especial degree to his parents. Also nurse must remember that each child under her care makes an equal claim on her time, care and affection, and one in particular must not be allowed to usurp attention to the exclusion of the others. The elder children will be generous

and loyal and say "nurse simply adores baby but we are too old to be fussed over," those children may be quite happy in saying this, but it is better that there should be no cause for it and then you know they are not struggling within themselves to keep down the growth of jealousy and bitterness.

The parents and nurse must always work with the spirit of co-operation, having one and the same aim in view, never stopping to ask *who* helped the child over his temptation but rather how much has the child gained. Knowing the nurse to be working conscientiously for the children, is it too much to ask that in return the employer will not grudge a little outward show of affection from those same children.

Then how large a part courtesy plays in life; it is a virtue whose power is almost limitless, expanding as it does into reverence. The outward sign of raising the hat or the polite "thank you" for some commonplace attention are but the result of the inward spirit. A Brahmin saluted his youthful son with "To the divinity which is within you I do homage"; and in childhood there is perhaps more of that divinity present than in later life. Unselfishness must also be the rule of a nurse's life, let the children see their nurse willingly give up her own time and pleasures to others (not necessarily to the children themselves, for to them it is sometimes wise to be thoughtfully selfish) and they will unconsciously be on the first step up to self-denial.

Provided a nurse is sincere, it follows that she is both trustworthy and truthful, qualities equally essential to the humblest nursery maid and the most highly qualified nurse.

To keep all in harmony a nurse must possess a very even temperament and good temper, and be able to maintain a calm exterior no matter how worried she may be personally.

If a nurse possess these various qualifications one can be fairly certain that her influence over the children will be for good, and that it will not be necessary for the children to be definitely talked to of kindness, courtesy, patience, generosity, etc., or told stories ending with morals on these virtues because the moral atmosphere of their nursery is made up of them, and the children are unconsciously inhaling right principles at the same time as they are inhaling fresh air. This is what a good nurse *gives* to her employer and her charges, and may

the enormous, even boundless, importance of this unconscious moulding never be underrated by either nurses or parents.

Now we come to the nurse's work from the service point of view. A nurse must never forget that in undertaking work in other people's houses she must be prepared to work according to the wishes of the heads of the house, always bearing in mind the business side of the contract that in return for her work she receives a certain wage.

The employers I urge to give their "new nurse" a fair chance to grasp what is required of her in her new work before she is dismissed either as stupid or self-opinionated. Personally, I have seen the workings of eight separate nurseries, and in these not two were in the least alike either in respect of routine or methods. All these nurseries were ordered for the sole benefit and well-being of the children, and all were good in answering that purpose, but it does go to show how very adaptable a nurse has to be if she is to satisfy her mistress during the early days of a new situation, which days are of course equally trying to the employer. To take one example: Mary Jones lived as nurse with Mrs. A. for four years and gave entire satisfaction. Mrs. A., be it known, would not have her children left by themselves even for a minute and Mary conscientiously carried out this wish. In the next situation Mary goes to, it has never entered Mrs. B's head that there could be any reason why the children should not be left, but Mary has had it so drilled into her by long practice with Mrs. A. that perhaps one morning she wants the children's boots which are on the next landing, and "never leave the children a moment" has been her watchword for so long that she of course does not think of now going away to get the boots, consequently Mary has to wait until someone comes, with the result that the children get out half an hour later than when "dear old Nanna was here." Now, if Mrs. B. enquires she will at once find out the cause of the delay, with the result that it will not occur again, but Mrs. B. may be too busy to enquire into reasons and merely judge by results, and this, with others equally explicable, will be fostered as grievances against the nurse, perhaps resulting in her dismissal. True though it is that all service can be ennobled by the grace with which it is done, still in this as in other things

economy of material should be studied. A silver bâton would make an efficient poker, but why waste such good material when a steel poker does the work as well. So with the nurse, if she has been through the refining fires of intellectual culture, is it wise that she should be expected to spend the chief of her energy on the nursery domestic work? Or, to look at it from another point of view, if a nurse has the whole of her own domestic work to do, can it be expected that she is giving the needful attention by night and day to the baby under her care? There is nothing of the "Eight Hours' Bill" about a nurse's work, her duties make their claim upon her for every minute of the twenty-four hours.

Further, a nurse has "to nourish" not only the body but the mind. To be competent to rightly nourish a child's body requires training and experience, training to teach what is the best thing to give, and experience to teach the next best or its equal under varying circumstances. The mind equally requires nourishment, and surely it is only those who have had experience who know what is best and most suited to a child's temperament. Take for example a child whose liver is his chief trouble, not only does he require dieting physically, but his mind also wants bracing at the same time.

To go back a step and consider the best means of gaining experience. If young enough, the best training and experience is surely gained working either under a good nurse, or under a mother who is willing to train her own nurse. A course of training in one of the various institutions for the training of children's nurses has one great advantage in that it fosters the spirit of co-operation, and a nurse so trained is able to take a much better standing in the world, working as she does under the traditions of her own particular training school.

The many ways in which a nurse may be helpful in a household are boundless. We know her whole day is carefully mapped out and each minute is accounted for, and yet time must be found for much more.

The boot boy's wrist requires surgical aid; a remedy can be suggested for the cook's headache. Then there are many cases when there is little or nothing to be done, but one can be at least interested in others' work and pleasures, remembering how often a thrilling piece of news in our own case loses half

its joy because there is no one to share it with, and, in the same way, difficulties in our work embitter us because there is no one to whom we can appeal. As a nurse, one hears more of the affairs of others than anyone else in the house, but remember this hearing does not become gossip until one begins to repeat things, and to add to what was actually told. Gossip is a thing to be strictly avoided.

The nurse requires the same necessities of life as the children if she is to keep herself physically fit and strong.

With the children she shares in their daily walks and well-ventilated nurseries, but she also requires more exercise than these daily walks provide, it is tiring to push a perambulator for several hours, consequently the pace is rather slow and the nurse is using her motor power below its guage, is in no way developing herself, but rather losing power for lack of use. To nurses whose exercise is bounded by the mail-cart I would certainly say that nothing is so beneficial as an occasional sharp walk or bicycle ride, or a vigorous game.

The nurse's food should be plain and nourishing, but it requires management on her part to see that she has time in which to eat it. Cleanliness as to her person and clothes are also required; it is just as necessary for the nurse to have a daily bath as for the children, and yet I think that difficulties are frequently put in the nurse's way about this. But surely if a nurse is to be healthy this is what naturally takes place, she works hard, consequently the pores of the skin open and give off profuse perspiration, if means are not provided for this to be washed off these same pores become clogged and no longer fulfil their function, then the whole body suffers from a general feeling of weariness and lassitude; thereby adding an unnecessary burden to the nurse who is supposed to be always good tempered and cheerful. Good temper depends mainly on good health! For this same reason of cleanliness all a nurse's clothes should be of washing material and such as will admit of *frequent* washing. Those are the chief points of her physical management, but a nurse has also to enlarge her mental outlook or she will become narrow minded. Books are of the greatest solace and help to many nurses, and I do not think it is too much to ask employers to provide the nurse with something to read, not only works bearing on her

particular profession but novels and periodicals as well, the wider the range of subjects the better. Of course I imagine each ideal nursery to possess a small library of books on the education of the nursery children, collected according to the ideals of the parents. Many nurses too have their own small collection of books which has grown as they felt the need for deeper study on one or more points in their work. Here is a list of my books not given with any idea of it being a model, but merely as perchance interesting to other nurses:—

<i>Our Baby</i>	By Mrs. Langton Hewer.
<i>Manual of Nursing</i>	„ Laurence Humphrey.
<i>Dictionary of Medical Terms</i>	„ Honor Merton.
<i>Home Education</i>	„ C. M. Mason.
<i>The Unconscious Mind</i>	„ A. T. Schofield.
<i>Nerves in Order</i>	„ „ „
<i>Mankind in the Making</i>	„ H. G. Wells.
<i>Anticipations</i>	„ „ „
<i>Psychology of Childhood</i>	„ Tracey.
<i>Education</i>	„ H. Spencer.
<i>The Kindergarten at Home</i>	„ E. Sheriff.
<i>Life and her Children</i>	„ A. Buckley.
<i>Winners in Life's Race</i>	„ „ „
<i>Early Teaching about Heavenly Things</i>	

Far from being a comprehensive list they have one and all been of great help, and I think after all the best libraries are those which are chosen by individual taste and not composed *only* of "standard" works about which the possessor cares little or nothing. Other nurses do not care so much for reading and for them perhaps one of the various handicrafts has more attraction. Cane basket work, poker work, etc., can all be utilised as directing a nurse's thoughts in other channels thereby making her fresher for her work. Interested as nurses are and must be in their work, it is a great mistake to let their work be the limit of their horizon, is it not rather a reflection on nurses as a whole that their mental conversational capacity is apparently limited in the public mind to answering the question "How old is baby?" (I'm sure I answered that question twenty times in the course of one and a half hours the other day, and am equally certain that out of the twenty not three-quarters could have told me the child's age ten minutes later!)

A nurse's life is necessarily one of many fresh starts as children soon grow beyond the nursery age, and any nurse

who is thoroughly interested in her work would not wish to stay on in a family when there was no longer a nursery. In this way perhaps the work is disappointing for a nurse seldom, if ever, sees the result of her work, and the children when she leaves them are of an age that they so easily forget her amongst all the varieties of school life and new friends, and surely no sensible nurse will resent this. One could not wish that the great virtues which we are trying to cultivate sturdily in our charges should blossom forth in their full growth during the few years we are with them. As nurses, our work is to sow the seed, and

"I need not be missed if another succeed me,
To reap down those fields which in Spring I have sown;
He who ploughed and who sowed is not missed by the reaper,
He is only remembered by what he has done."

A Christmastide Play for the Children.
ASCHENBRÖDEL : * CANTATA WITH TABLEAUX.

PROLOGUE.

(CHORUS.)

Flow once more, thou fount of pleasure,
Chant thy songs in gleeful measure;
Gladden age with joyous spell,
Bliss bestowing, magic well!

Eyes are sparkling, glancing, beaming,
Liquid gems in dewdrops gleaming,
As the friendly Faëry land
Blithe, we enter, hand in hand.

Flow again, thou fount of pleasure!
Sing thy songs in joyous measure!
List! for tuneful tale they cry—
Chant the children's lullaby!

MOTHERLESS. (DECLAMATION.)

Upon white bed a-dying
Lies a woman, wan and fair:
Her breath comes feebly sighing:
Her little daughter, crying,
Sobs out a child's despair;
Death's angel, with sharp icy breath,
Hath kissed the brow of the mother mild.

* * * * *

The orphan's comfortless tears are shed
O'er that still form upon the bed.
Let husband lay her
In quiet churchyard,
Where birds of the air
Keep kind watch and ward;

* Translated (by the Editor), and somewhat adapted, from the German of *Heinrich Carsten*, music by *Carl Reinecke*, published by *Siegel*, Leipsic. Parts for each voice can be had separately. The music is good and charming, but is too difficult for children to sing alone. It might be sung in the background while the children perform *tableaux* in front, or, the words might be read, the reader being invisible. *Aschenbrödel* is, as will be seen, a German version of "*Cinderella*," reprinted from the December number of the "*Parents' Review*" for 1890.